

English Language Proficiency Standards

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

TOPIC A: Reading/Reading Comprehension

Indicator 1: Recognize the connection between written text and spoken language.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
PreK-1	<p>a. Identify the first letter of a few common words used during a language experience activity, such as <u>girl</u>.</p> <p>b. Recognize and identify a few uppercase and lowercase letters and a few of their corresponding sounds.</p>	<p>a. Identify some letters of most basic and academic words used during a language experience activity, such as <u>pizza</u>.</p> <p>b. Recognize and identify uppercase and lowercase letters of the alphabet and some of their corresponding sounds.</p> <p>d. Identify some common, concrete, high frequency words.</p> <p>e. Use vocabulary acquired orally to read simple words in phrases and sentences with picture clues.*K/1</p>	<p>a. Identify a limited range of basic and academic words used during a language experience activity with visual support, such as a <u>man</u> saw a <u>dog</u>.</p> <p>b. Recognize and identify uppercase and lowercase letters of the alphabet and their corresponding sounds.</p> <p>c. Recognize and identify that the spoken language can be written and read through language experience stories.</p> <p>d. Identify most common, concrete, high frequency words.</p> <p>e. Use a limited range of vocabulary and syntax acquired orally to read simple words in phrases and simple patterned sentences about a familiar topic.*K/1</p>	<p>a. Identify a range of academic words and phrases used during a language experience activity, such as the cat ran after the rat.</p> <p>b. Skills mastered at previous level.</p> <p>c. Recognize consonants and short vowels and their corresponding sounds to decode new and familiar one syllable words.*1</p> <p>d. Identify at least 40% of grade level high frequency words.</p> <p>e. Use a range of vocabulary and syntax acquired orally, including parts of speech, to read simple sentences about a familiar topic.*K/1</p>	<p>a. Identify simple sentences used during a language experience activity, such as the boy is sad. He ran to his house.</p> <p>b. Skills mastered at previous level.</p> <p>c. Recognize and identify consonants, blends and vowels and their corresponding sounds to decode new and familiar two to three syllable words, such as ruler or pencil.*1</p> <p>d. Identify at least 60% of grade level high frequency words.</p> <p>e. Use a wide range of vocabulary and syntax, including parts of speech, to read simple and compound sentences on a variety of topics. *K/1</p>

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GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. Recognize consonants and short vowels and their corresponding sounds to decode short, familiar words that are phonetically regular, such as cat or jump.</p> <p>b. Identify some common, concrete, high frequency words.</p> <p>c. Use vocabulary acquired orally to read simple words in phrases and sentences with picture clues.</p> <p>d. Read aloud short, familiar phrases with limited fluency, such as chants and poems.</p>	<p>a. Recognize consonants, blends, and vowels and their corresponding sounds to decode familiar words that are phonetically regular, such as problem.</p> <p>b. Identify many common, concrete, high frequency words.</p> <p>c. Use vocabulary and syntax acquired orally, including parts of speech, to read simple patterned sentences about a familiar topic.</p> <p>d. Read aloud short familiar text, with limited fluency and some degree of natural intonation, such as rising pitch at the end of questions.</p>	<p>a. Recognize letters and letter combinations including blends, digraphs, and common vowel patterns and their corresponding sounds to decode some new and familiar words, such as important or teeth.</p> <p>b. Identify at least 40% of grade level high frequency words.</p> <p>c. Use vocabulary and syntax acquired orally, including parts of speech, to read simple and some compound sentences on a variety of topics.</p> <p>d. Read text aloud with limited fluency, using punctuation cues and some degree of natural intonation.</p>	<p>a. Recognize letters and letter combinations including blends, digraphs, diphthongs, and vowel patterns and their corresponding sounds to decode some new and familiar words, such as ground or partner.</p> <p>b. Identify at least 60% of grade level high frequency words.</p> <p>c. Use vocabulary and syntax acquired orally, including parts of speech, to read simple, compound, and some complex sentences on a variety of topics.</p> <p>d. Read text aloud with moderate fluency, using punctuation cues and natural intonation.</p>	<p>a. Apply phonetic skills to decode a wide range of new and familiar words, including many phonetically irregular words, such as caught.</p> <p>b. Identify at least 80% of grade level high frequency words.</p> <p>c. Use vocabulary and syntax acquired orally, including parts of speech, to read simple to complex sentences on a variety of topics.</p> <p>d. Read text aloud with a high degree of fluency, using punctuation cues and natural intonation.</p>

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4 — 5	<p>a. Recognize consonants and short vowels and their corresponding sounds to decode short, familiar words that are phonetically regular, such as web or plot.</p> <p>b. Identify some common, concrete, high frequency words.</p> <p>c. Use vocabulary acquired orally to read simple words in phrases and sentences with picture clues.</p> <p>d. Read aloud short familiar phrases with limited fluency, such as chants and poems.</p>	<p>a. Recognize consonants, blends, and vowels and their corresponding sounds to decode familiar words that are phonetically regular, such as problem or topic.</p> <p>b. Identify many common, concrete, high frequency words.</p> <p>c. Use vocabulary and syntax acquired orally, including parts of speech, to read simple patterned sentences about a familiar topic.</p> <p>d. Read aloud short familiar text, with limited fluency and some degree of natural intonation, such as rising pitch at the end of questions.</p>	<p>a. Recognize letters and letter combinations including blends, digraphs, diphthongs, and vowel patterns and their corresponding sounds to decode some new and familiar words, such as graph or information.</p> <p>b. Identify at least 40% of grade level high frequency words.</p> <p>c. Use vocabulary and syntax acquired orally, including parts of speech, to read simple and some compound sentences on a variety of topics.</p> <p>d. Read text aloud with limited fluency, using punctuation cues and some degree of natural intonation.</p>	<p>a. Recognize letters and letter combinations including blends, digraphs, diphthongs, and vowel patterns and their corresponding sounds to decode some new and familiar words, such as voice.</p> <p>b. Identify at least 60% of grade level high frequency words.</p> <p>c. Use vocabulary and syntax acquired orally, including parts of speech, to read simple, compound, and some complex sentences on a variety of topics.</p> <p>d. Read text aloud with moderate fluency, using punctuation cues and natural intonation.</p>	<p>a. Apply phonetic skills to decode a wide range of new and familiar words, including many phonetically irregular words, such as through or enough.</p> <p>b. Identify at least 80% of grade level high frequency words.</p> <p>c. Use vocabulary and syntax acquired orally, including parts of speech, to read simple to complex sentences on a variety of topics.</p> <p>d. Read text aloud with a high degree of fluency, using punctuation cues and natural intonation.</p>

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English Language Proficiency Standards

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.					
TOPIC A: Reading/Reading Comprehension					
Indicator 2: Recognize and interpret meaning of vocabulary and symbols in print.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Demonstrate comprehension of basic environmental symbols.</p>	<p>a. Demonstrate comprehension of basic environmental symbols and print, labels, and simple, familiar words in text.</p> <p>b. Identify and sort common words into conceptual categories, such as by names of colors and type of shape.</p> <p>d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as the plural –s. *K/1</p>	<p>a. Demonstrate comprehension of basic environmental print, symbols, labels, and simple, familiar words in text.</p> <p>b. Demonstrate an understanding of some basic word relationship and categories, such as identifying common antonyms with visual support.</p> <p>d. Recognize some basic inflectional endings in familiar words to determine the meaning, such as –ing and -ed (jumping comes from the word jump) with instructional support. *K-1</p> <p>e. Demonstrate comprehension of a few commonly used idioms and colloquialisms in text, such as busy as a bee.</p>	<p>a. Demonstrate comprehension of text with a wide range of familiar words and a moderate range of academic vocabulary.</p> <p>b. Demonstrate an understanding of word relationships and categories, such as matching synonyms and antonyms with visual support.</p> <p>d. Recognize some inflectional endings and their meanings, such as comparatives, superlatives, possessives and irregular plural to interpret meaning in context with instructional support. *K-1</p> <p>e. Demonstrate comprehension of some commonly used idioms and colloquialisms in text, such as he’s as quiet as a mouse.</p>	<p>a. Demonstrate comprehension of text with a moderate range of familiar vocabulary and limited range of academic vocabulary.</p> <p>b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading with instructional support. *1</p> <p>c. Demonstrate an awareness that some English words have multiple meanings, such as the word “group” which can be a noun or a verb.</p> <p>d. Apply knowledge of word structure to determine the meaning of various new and familiar words when reading with instructional support/reading independently. *K-1</p> <p>e. Demonstrate comprehension of a variety of commonly used idioms and colloquialisms in text, such as he’s on the top of the world.</p>

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Indicator 2: Recognize and interpret meaning of vocabulary and symbols in print.

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2 — 3	<p>a. Demonstrate comprehension of basic environmental symbols and print, labels, and some familiar words in text.</p> <p>b. Identify and sort common words into conceptual categories, such as by names of colors or living things.</p> <p>d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as plural s and -ing.</p>	<p>a. Demonstrate comprehension of text with a limited range of familiar and concrete academic vocabulary.</p> <p>b. Demonstrate an understanding of some basic word relationships and categories, such as by identifying common antonyms.</p> <p>c. Demonstrate awareness that some English words have multiple meanings, such as step.</p> <p>d. Recognize basic inflectional endings in familiar words to determine the meaning of words, such as –er in teacher.</p> <p>e. Demonstrate comprehension of a few commonly used idioms in text, such as don’t give up.</p>	<p>a. Demonstrate comprehension of text with a moderate range of familiar words and a limited range of academic vocabulary.</p> <p>b. Demonstrate an understanding of word relationships and categories, such as matching synonyms and antonyms or classifying academic vocabulary.</p> <p>c. Determine the meaning of some familiar words that have multiple meanings, such as problem.</p> <p>d. Recognize some inflectional endings, prefixes and suffixes, and common compound words to determine the meaning of words, such as un-, re-, and modifiers ending in -er/-est.</p> <p>e. Demonstrate comprehension of some commonly used idioms in text, such as can you tell time?</p>	<p>a. Demonstrate comprehension of text with a wide range of familiar words and a moderate range of academic vocabulary.</p> <p>b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading with instructional support.</p> <p>c. Determine the meaning of a moderate range of words that have multiple meanings, such as even.</p> <p>d. Recognize a range of inflectional endings, prefixes and suffixes, and common compound words to determine the meaning of words, such as dis- or -ful.</p> <p>e. Demonstrate comprehension of commonly used idioms and a limited amount of figurative language in text, such as make up your work.</p>	<p>a. Demonstrate comprehension of text with a wide range of familiar and academic vocabulary.</p> <p>b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading independently.</p> <p>c. Determine the meaning of a wide range of words that have multiple meanings, such as set.</p> <p>d. Apply knowledge of word structure to determine the meaning of a wide range of words.</p> <p>e. Demonstrate comprehension of most commonly used idioms and some figurative language in text, such as please give me a hand.</p>

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Indicator 2: Recognize and interpret meaning of vocabulary and symbols in print.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Demonstrate comprehension of basic environmental print, symbols, labels, and some familiar words in text.</p> <p>b. Identify and sort common words into conceptual categories, such as by names of colors or living things.</p> <p>d. Recognize some basic inflectional endings in familiar words to determine the meaning of words, such as plural s and -ing.</p>	<p>a. Demonstrate comprehension of text with a limited range of familiar and concrete academic vocabulary.</p> <p>b. Demonstrate an understanding of some basic word relationships and categories, such as by identifying common antonyms and synonyms.</p> <p>c. Recognize the meaning of some common words with multiple meanings, such as color used as a noun or a verb.</p> <p>d. Recognize basic inflectional endings in familiar words to determine the meaning of words, such as -er in teacher.</p> <p>e. Demonstrate comprehension of a few commonly used idioms in text, such as to take place.</p>	<p>a. Demonstrate comprehension of text with a moderate range of familiar words and a limited range of academic vocabulary.</p> <p>b. Demonstrate an understanding of word relationships and categories, such as matching synonyms and antonyms or classifying academic vocabulary.</p> <p>c. Determine the meaning of some familiar words that have multiple meanings, such as table or map.</p> <p>d. Recognize some inflectional endings, prefixes and suffixes, and common compound words to determine the meaning of words, such as un-, re-, and -er/-est modifier endings.</p> <p>e. Demonstrate comprehension of some commonly used idioms in text, such as ...has to do with...</p>	<p>a. Demonstrate comprehension of text with a wide range of familiar words and a moderate range of academic vocabulary.</p> <p>b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading with instructional support.</p> <p>c. Determine the meaning of a moderate range of words that have multiple meanings, such as product.</p> <p>d. Recognize a range of inflectional endings, prefixes and suffixes, and common compound words to determine the meaning of words, such as dis- or -tion.</p> <p>e. Demonstrate comprehension of commonly used idioms and a limited amount of figurative language in text, such as he ran like the wind.</p>	<p>a. Demonstrate comprehension of text with a wide range of familiar and academic vocabulary.</p> <p>b. Apply knowledge of word relationships and categories to determine the meaning of some new words when reading independently.</p> <p>c. Determine the meaning of a wide range of words that have multiple meanings, such as factor.</p> <p>d. Apply knowledge of word structure to determine the meaning of a wide range of words, such as autobiography.</p> <p>e. Demonstrate comprehension of most commonly used idioms and some figurative language in text, such as ...gives rise to....</p>

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English Language Proficiency Standards

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

TOPIC A: Reading/Reading Comprehension

Indicator 3: Demonstrate an understanding of how written English is organized and read.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Demonstrates understanding of the correct way to handle a book, such as hold the book upright, turn pages from front to back.</p> <p>c. Demonstrates understanding of familiar words in print, such as own first name.</p>	<p>a. Identify nonverbally by pointing or matching, the parts of a book, such as title, author, illustrator, front and back cover.</p> <p>b. Demonstrate understanding of basic concepts of print, such as tracking text from left to right, top to bottom, with return sweep.</p> <p>c. Demonstrates understanding of concepts of print, recognizing that print appears in different forms, such as labels, signs, logos, and familiar words.</p> <p>d. Demonstrate knowledge of the word order of short, simple affirmative and negative statements as well as imperative statements, such as, “She is a girl. He is not happy. Get the book.” *K/1</p>	<p>a. Identify parts of a book, such as title, author, illustrator, front and back cover using words and phrases, such as, “cover.”</p> <p>b. Demonstrate understanding of basic concepts of print, such as tracking text from left to right, top to bottom, with return sweep.</p> <p>c. Demonstrate understanding of concepts of print, such as recognizing that words build a sentence to express an idea and that written words are separated by spaces. *K-1</p> <p>d. Demonstrate knowledge of the word order of questions and simple statements, such as, “Do you have a circle? Yes, I have a circle.” *K/1</p>	<p>a. Identify parts of a book, such as title, author, illustrator, front and back cover using words and phrases, such as, “Author is Mercer Mayer.”</p> <p>b. Demonstrate understanding of basic concepts of print, such as tracking text from left to right, top to bottom, with return sweep.</p> <p>c. Identify common types of text formats, such as poetry, short stories, drama, a friendly letter and fairy tales. *K/1</p> <p>d. Demonstrate knowledge of some complex questions and statements, such as, “What will happen if you mix the red and blue paint?” *K/1</p>	<p>a. Identify parts of a book, such as title, author, illustrator, front and back cover using complete sentences, such as, “This is a cover of the book.”</p> <p>b. Demonstrate understanding of basic concepts of print such as tracking from left to right, top to bottom, with return sweep.</p> <p>c. Recognize how various types of texts are organized for specific purposes, such as plays, friendly letters, graphs and directions. *K/1</p> <p>d. Demonstrate knowledge of a variety of complex questions and statements, such as, “Can you explain how you know what the setting is?” *K/1</p>

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English Language Proficiency Standards

Indicator 3: Demonstrate an understanding of how written English is organized and read.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>e. Recognize that print provides meaning and pictures support text.</p>	<p>e. Recognize a sentence as a group of words put together to express an idea.*1</p> <p>f. Identify a few basic sentence markers, such as capital letters and periods.</p>	<p>e. Recognize a sentence as a group of words put together to express an idea.*K/1</p> <p>f. Identify some common sentence markers and their purposes, such as question marks, “What is the date today?” *K/1</p>	<p>e. Recognize that a string of two to three sentences put together express an idea.*1</p> <p>f. Identify some sentence markers and recognize how they convey meaning, such as exclamation points and periods in common abbreviations, Mr., Dr., and Help! *1</p>	<p>e. Read a variety of sentence types, including short declarative affirmative and negative, interrogative and imperative statements. *1</p> <p>f. Identify many grade-appropriate sentence markers and recognize how to convey meaning such as quotation marks, abbreviation and apostrophe in possessive pronouns and contractions. *1</p>

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Indicator 3: Demonstrate an understanding of how written English is organized and read.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. Demonstrate understanding of concepts of English print, such as tracking from left to right, top to bottom and recognizing that words build a sentence to express an idea.</p> <p>b. Demonstrate knowledge of the word order of short, simple affirmative statements, such as, “He is happy. It is big.”</p> <p>c. Identify some basic sentence markers and their purposes, such as capital letters to begin and periods to end a sentence.</p> <p>d. Identify and name basic parts of a book, such as the title, author and front/back covers.</p>	<p>a. Identify common types of text formats, such as paragraphs, friendly letters, and directions.</p> <p>b. Demonstrate knowledge of the word order of short, simple affirmative, negative, and imperative statements and questions, such as, “Are you tired? I am not tired.”</p> <p>c. Identify common sentence markers and their purposes, such as capital letters, periods, and question marks.</p> <p>d. Identify and name some basic text features of literary or informational text, such as title, table of contents, pictures, and labels.</p>	<p>a. Identify common types of text formats and their key parts, such as the parts of a paragraph, a friendly letter, and directions.</p> <p>b. Demonstrate knowledge of the word order of simple and compound affirmative, negative, imperative, and exclamatory statements and questions, such as read the text and answer the questions.</p> <p>c. Identify common sentence markers and recognize how they convey meaning, such as periods, question marks, and exclamation points.</p> <p>d. Identify and name some grade-level text features of literary and informational text, such as maps, graphs, captions, diagrams, and photographs.</p>	<p>a. Identify common types of text formats and how their key parts are organized, the order of topic sentence, supporting details, and closing sentence within a paragraph.</p> <p>b. Demonstrate knowledge of the word order of simple, compound, and some complex statements and questions, such as, “What will happen if we don’t recycle?”</p> <p>c. Identify many grade-appropriate sentence markers and recognize how they convey meaning, such as commas and apostrophes in contractions.</p> <p>d. Identify and name a range of grade-level text features of literary and informational text, such as headings or subheadings, indices, and map keys.</p>	<p>a. Recognize how various types of text are formatted and how their key parts are organized for a specific purpose, such as paragraphs, letters, graphs, directions, stanzas, and tests.</p> <p>b. Demonstrate knowledge of the word order of a variety of affirmative and negative statements varying in length and complexity, such as, “Can you explain how you solved the problem?”</p> <p>c. Identify grade-appropriate sentence markers and recognize how they convey meaning, such as quotation marks.</p> <p>d. Identify and name most grade-level text features of literary and informational text, such as italics, bold print, glossaries, and online features.</p>

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English Language Proficiency Standards

Indicator 3: Demonstrate an understanding of how written English is organized and read.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Demonstrate understanding of concepts of English print, such as tracking from left to right, top to bottom and recognizing that words are organized in a sentence to express an idea.</p> <p>b. Demonstrate knowledge of the word order of short, simple affirmative statements, such as, “Animals need water. Animals need shelter.”</p> <p>c. Identify some basic sentence markers and their purposes, such as capital letters to begin and periods to end a sentence.</p> <p>d. Identify and name basic parts of a book, such as the title, author, front/back covers, and pages.</p>	<p>a. Identify common types of text formats, such as paragraphs, friendly letters, directions, and simple selected response items.</p> <p>b. Demonstrate knowledge of the word order of short, simple affirmative, negative, and imperative statements and questions, such as, “Does plastic conduct electricity? Plastic does not conduct electricity.”</p> <p>c. Identify common sentence markers and their purposes, such as capital letters, periods, and question marks.</p> <p>d. Identify and name some basic text features of literary or informational text, such as title, table of contents, pictures, and labels.</p>	<p>a. Identify common types of text formats and their key parts, such as the parts of a paragraph, a friendly letter, and directions.</p> <p>b. Demonstrate knowledge of the word order of simple and compound affirmative, negative, imperative, and exclamatory statements and questions, such as, “Don’t forget to write your name!”</p> <p>c. Identify common sentence markers and recognize how they convey meaning, such as periods, question marks, and exclamation points.</p> <p>d. Identify and name some grade-level text features of literary and informational text, such as maps, graphs, captions, and photographs.</p>	<p>a. Identify common types of text formats and how their key parts are organized, such as such as the order of topic sentence, supporting details, and closing sentence within a paragraph.</p> <p>b. Demonstrate knowledge of the word order of simple, compound, and some complex statements and questions, such as, “Why did Ana cry when she saw her mother?”</p> <p>c. Identify many grade-appropriate sentence markers and recognize how they convey meaning, such as commas and apostrophes in contractions.</p> <p>d. Identify and name a range of grade-level text features of literary and informational text, such as diagrams, headings, and timelines.</p>	<p>a. Recognize how various types of text are formatted (organized) for a specific purpose, such as paragraphs, graphs, directions, chapters, reports, articles, and tests.</p> <p>b. Demonstrate knowledge of the word order of a variety of affirmative and negative statements varying in length and complexity, such as, “I think that we should develop a recycling plan for the school.”</p> <p>c. Identify grade-appropriate sentence markers and recognize how they convey meaning, such as quotation marks.</p> <p>d. Identify and name most grade-level text features of literary and informational text, such as italics, bold print, and glossaries.</p>

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STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

TOPIC A: Reading/Reading Comprehension

Indicator 4: Demonstrate comprehension of informational and literary texts.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>c. Identify a few basic elements of simple literary text given pictures and instructional support, such as have students point and sequencing manipulatives to retell a story nonverbally.</p>	<p>a. Identify some common structures of texts such as matching or sequencing the order of story events nonverbally.</p> <p>c. Identify some basic elements of simple literary texts, given pictures and instructional support, such as use pictures of the characters, setting and events in a story read aloud more than once.</p>	<p>a. Identify some common, key words or phrases that characterize text structure or type such as use of before/after or first/second/last to show sequential order. *K/1</p> <p>b. Identify some ideas and messages of simple informational texts, given pictures and instructional support, such as draw pictures or write a sentence that identifies the topic.</p> <p>c. Identify and discuss elements of a literary text, given pictures and some instructional support, such as retell a simple sequence of events or identify rhyme and repetition in a poem or chant practiced orally.</p>	<p>a. Recognize common text structures and types and related simple language patterns, such as the use of repetition and rhyme in poetry, songs, chants, and stories as well as the use of the past tense in stories. *K/1</p> <p>b. Identify some ideas and messages in simple informational test, given pictures and instructional support, such as list details related to a topic.</p> <p>c. Identify and discuss elements of literary text, given some instructional support, such as retell or reenact the events of a play and identify the characters after it is read as a class. *1</p>	<p>a. Recognize common text structures and types and related patterns of moderate difficulty, such as I am taller than my brother. We both have brown hair. *K/1</p> <p>b. Identify, discuss and explain some important ideas and messages in informational text, given some text modification and/or instructional support, such as discuss the main idea with a partner and participate in a shared writing experience.</p> <p>c. Identify, discuss and compare the elements of literary texts, given some instructional support, such as compare the character traits of two characters. *1</p>

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English Language Proficiency Standards

Indicator 4: Demonstrate comprehension of informational and literary texts.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1		<p>d. Identify some main ideas and messages in simple literary texts, given pictures and instructional support, such as sequence pictures retell the beginning, middle, and end of a story. *K/1</p> <p>e. Respond appropriately to written prompts, such as draw a picture describing your family.</p>	<p>d. Identify and discuss some important ideas and messages in simple literary texts, such as complete a story map or simple graphic organizer as a class after a shared reading. *K/1</p> <p>e. Respond appropriately (oral/written) to factual questions or selected response items with simple syntax and the simple present verb tense and familiar vocabulary, such as, “Which is your favorite house?”</p>	<p>d. Identify and explain some important ideas and messages in simple literary texts, given some instructional support, such as explain a story map after reading a story or fairytale. *K/1</p> <p>e. Interpret and respond appropriately (oral/written) to factual questions and written prompts with some simple and some compound sentence structures and simple future and past verb tenses and familiar vocabulary, such as, “Tell me three things about your favorite food.”</p>	<p>d. Identify and explain some important elements in literary texts, given some pictures and instructional support, such as explain an emotion conveyed in a poem or describe how a character feels in a play *1</p> <p>e. Interpret and respond appropriately (orally/written) to factual and a few inferential questions having simple or compound sentence structures and varied verb tenses, such as, “Which character feels sad in this story?”</p>

*K/1 – this objective is appropriate for Kindergarten and First grade students only.

*1 - - this objective is appropriate for First grade students only.

English Language Proficiency Standards

Indicator 4: Demonstrate comprehension of informational and literary texts.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	a. Identify some common, key words or phrases that characterize text structure or type, such as use of before/after or first/second/last to show sequential/ chronological order.	a. Identify simple language patterns that characterize text structure or type, such as use of the the phrase: it has/is to show description or the words same/different to compare or contrast.	a. Recognize common text structures and types and related simple language patterns, such as use of repetition and rhyme in poems, songs, or stories and the use of the past tense in stories.	a. Recognize common text structures and types and related language patterns of moderate difficulty, such as use of the phrases both are/both have and ...than... to show description.	a. Recognize grade-level text structures and types and related language patterns, such as use of the phrases when...then... or if...then to show cause effect.
	b. Identify some ideas and messages of simple informational text, given instructional support, such as draw a picture that identifies the topic.	b. Identify some ideas and messages in simple informational text, given pictures and instructional support, such as list details related to the topic.	b. Identify, discuss, and explain some important ideas and messages in informational text, given some text modification and/or instructional support, such as discuss the main idea with a partner.	b. Identify, discuss, and explain important ideas and messages in informational text, given some text modification and/or instructional support, such as explain a connection between the text and prior knowledge.	b. Identify, discuss, explain, and summarize important ideas and messages of different types of informational text, such as summarize part of a text in own words.
	c. Identify some basic elements of a very simple literary text, given picture and instructional support, such as identify pictures of the characters, setting, and events of a story read aloud more than once.	c. Identify basic elements of simple literary text, given pictures and instructional support, such as retell a simple sequence of events or identify rhyme and repetition in a poem or chant practiced orally.	c. Identify, discuss, and explain elements of literary text, given some instructional support, such as retell and identify and discuss the problem and solution of a narrative or drama read as a class.	c. Identify, discuss, explain, and compare the elements of literary text, given some instructional support, such as compare the traits of two characters or identify the use of dialogue in drama.	c. Identify, discuss, explain, and compare the elements of literary text, including narratives, poetry, and drama, such as explain the connection between a character’s actions and the results of the actions.
	d. Identify some ideas and messages in very simple literary text, given picture and instructional support, such as sequence pictures to retell the beginning, middle, and end of a story read aloud.	d. Identify some main ideas and messages in simple literary text, given instructional support, such as complete a story map after a shared reading of a story.	d. Identify, discuss, and explain some important ideas and messages in literary text, given some instructional support, such as explain a personal connection to a simple poem.	d. Identify, discuss, and explain important ideas and messages in literary text, given some instructional support, such as identify elements of fantasy in a drama.	d. Identify, discuss, and explain in detail important ideas and messages in a variety of types of literary text, such as compare two versions of a folktale.

*K/1 – this objective is appropriate for Kindergarten and First grade students only.

*1 - – this objective is appropriate for First grade students only.

English Language Proficiency Standards

Indicator 4: Demonstrate comprehension of informational and literary texts.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	e. Respond appropriately to written prompts and factual questions having very simple syntax, basic verb tenses and familiar vocabulary, such as write the date.	e. Respond appropriately to written prompts and factual questions including simple selected response items having simple syntax, basic verb tenses, and familiar vocabulary, such as what do plants need?	e. Interpret and respond appropriately to some written prompts and factual or inferential questions including selected response items having simple syntax and basic verb tenses, such as why do people communicate?	e. Interpret and respond appropriately to a variety of written prompts and factual or inferential questions including brief-constructed and selected response items having simple to moderately complex syntax, such as give reasons to support your opinion.	e. Interpret and respond appropriately to a variety of written prompts and factual or inferential questions including brief-constructed and selected response items having simple to complex syntax, such as which of the following is not a symmetrical object?

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*1 - - this objective is appropriate for First grade students only.

English Language Proficiency Standards

Indicator 4: Demonstrate comprehension of informational and literary texts.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	a. Identify some common, key words or phrases that characterize text structure, such as use of before/after or first/second/third to show sequential order in a simple procedure.	a. Identify simple language patterns that characterize text structure, such as use of the phrases: it has/is/ looks like... to show description or time words to show chronological order of events.	a. Recognize common organizational structure of text and related simple language patterns, such as use of the phrases both are/both have or more... than to compare and contrast.	a. Recognize common organizational structure of text and related language patterns of moderate difficulty, such as use of the words problem, solution, or answer to indicate problem-solution or the use of past tense in stories.	a. Recognize grade-level organizational structure of text and related language patterns, such as use of the phrases ...so that... or if...then to show cause effect, or the use of simile in poetry.
	b. Identify some ideas and messages of very simple informational text, given strong picture and instructional support, such as identify the topic.	b. Identify some ideas and messages in simple informational text, given strong picture and instructional support, such as identify the topic and a few details.	b. Identify, discuss, and explain some important ideas and messages in informational text, given some text modification and/or instructional support, such as distinguish fact and opinion.	b. Identify, discuss, and explain important ideas and messages in informational text, given some text modification and/or instructional support, such as paraphrase part of the text.	b. Identify, discuss, explain, and summarize important ideas and messages of different types of informational text, such as explain the author's purpose or identify the intended audience.
	c. Identify some basic elements of a very simple literary text given strong picture and instructional support, such as identify pictures of the characters, setting, and events of a story read aloud more than once.	c. Identify basic elements of simple literary text, given strong picture and instructional support, such as retell a simple sequence of events or identify rhyme and repetition in a poem or chant practiced orally.	c. Identify, discuss, and explain elements of literary text, given some instructional support, such as retell and identify and discuss the problem and solution of a narrative or drama read as a class.	c. Identify, discuss, explain, and compare the elements of literary text, given some instructional support, such as compare the traits of two characters or identify the use of dialogue in drama.	c. Identify, discuss, explain, and compare the elements of literary text, including narratives, poetry, and drama, such as explain the connection between a character's actions and the results of the actions.
	d. Identify some ideas and messages in very simple literary text, given instructional support, such as sequence pictures to retell events of a story read aloud.	d. Identify some main ideas and messages in simple literary text, given instructional support, such as complete a story map after a shared reading of a story.	d. Identify, discuss, and explain some important ideas and messages in literary text, given some instructional support, such as explain a personal connection to a simple poem.	d. Identify, discuss, and explain important ideas and messages in literary text, given some instructional support, such as identify the moral of a fable.	d. Identify, discuss, and explain in detail important ideas and messages in a variety of types of literary text, such as summarize the events of a drama.

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English Language Proficiency Standards

Indicator 4: Demonstrate comprehension of informational and literary texts.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	e. Respond appropriately to written prompts and factual questions having very simple syntax, basic verb tenses and familiar vocabulary, such as measure the angle.	e. Respond appropriately to written prompts and factual questions including simple selected response items having simple syntax, basic verb tenses, and familiar vocabulary, such as what will happen next? How many...are there?	e. Interpret and respond appropriately to some written prompts and factual or inferential questions including brief-constructed and selected response items having simple syntax and basic verb tenses, such as why do animals migrate?	e. Interpret and respond appropriately to a variety of written prompts and factual or inferential questions including brief-constructed and selected response items having simple to moderately complex syntax, such as which of these is not a simile?	e. Interpret and respond appropriately to a variety of written prompts and factual or inferential questions including brief-constructed and selected response items having simple to complex syntax, such as explain how you would have solved the problem differently.

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*1 - -- this objective is appropriate for First grade students only.

English Language Proficiency Standards

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

TOPIC A: Reading/Reading Comprehension

Indicator 5: Use strategies to make meaning from text.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
Pre K – 1	<p>a. Use a few strategies, with prompting and guidance, to build background knowledge and prepare for reading, such as participate in a picture walk with a group or respond to simple questions about the text.</p> <p>b. Use a few language-based strategies, with prompting and guidance, to make meaning from text during and after reading, such as respond to yes/no questions about the text.</p> <p>c. Use proficiency-level print resources such as picture dictionaries and word walls with picture clues to assist with reading tasks and to develop language.</p>	<p>a. Use some strategies, with prompting and guidance, to build background knowledge and prepare for reading, such as conduct a picture walk, ask simple questions about a text, or make predictions.</p> <p>b. Use some language-based strategies, with teacher or peer-guidance, to make meaning from text during and after reading, such as answer questions about text periodically during reading.</p> <p>c. Use proficiency-level print resources such as picture dictionaries, self-made books and word walls to assist with reading tasks and to develop language.</p>	<p>a. Use varied strategies, with teacher or peer-guidance, to build background knowledge and prepare for reading, such as share connections to prior knowledge with a partner.</p> <p>b. Use some language-based strategies, with teacher or peer support, to make meaning from text during and after reading, such as share ideas with a partner.</p> <p>c. Use proficiency-level print resources such as using picture dictionaries as well as pictures and initial sound clues to decipher words to assist with reading tasks and to develop language.</p>	<p>a. Use varied strategies, to build background knowledge prepare for reading, such as complete a K-W-L graphic organizer to state information after reading an informational text as a group.</p> <p>b. Use varied language-based strategies to make meaning from text during and after reading, such answering questions after reading.</p> <p>c. Use proficiency-level print resources such as using picture dictionaries and electronic resources: software and internet to assist with reading tasks and to develop language.</p>	<p>a. Use varied strategies to build background knowledge and prepare for reading, such as ask questions about reading and make predictions based on prior knowledge.</p> <p>b. Use varied language-based strategies to make meaning from text during and after reading, such as take turns summarizing information from the text with a partner.</p> <p>c. Use proficiency-level and some grade-level print resources, such as picture dictionaries, word walls and various electronic resources to assist with reading tasks and to develop language.</p>

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*1 - – this objective is appropriate for First grade students only.

English Language Proficiency Standards

Indicator 5: Use strategies to make meaning from text.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
2 — 3	<p>a. Use some strategies, with prompting and guidance, to build background knowledge and prepare for reading, such as participate in a picture walk with a group or respond to simple questions about the text.</p> <p>b. Use some language-based strategies, with prompting and guidance, to make meaning from text during and after reading, such as respond to simple questions or draw a picture about a text.</p> <p>c. Use proficiency-level print resources, such as picture dictionaries or environmental print: word wall, to assist with reading tasks and to develop language</p>	<p>a. Use some strategies, with teacher or peer-guidance, to build background knowledge and prepare for reading, such as participate in a picture walk, ask simple questions about a text or make predictions.</p> <p>b. Use some language-based strategies, with teacher or peer-guidance, to make meaning from text during and after reading, such as respond to a prompt to restate important ideas or information.</p> <p>c. Use proficiency-level print resources, such as picture dictionaries, environmental print: word wall, or illustrated glossaries to assist with reading tasks and to develop language.</p>	<p>a. Use varied strategies, with teacher or peer- guidance, to build background knowledge and prepare for reading, such as ask open-ended questions or share connections to prior knowledge with a partner.</p> <p>b. Use varied language-based strategies, with teacher or peer-guidance, to make meaning from text during and after reading, such as discuss a story with a partner.</p> <p>c. Use proficiency-level and some grade-level print resources, such as picture dictionaries, environmental print: word wall, or a simple thesaurus to assist with reading tasks and to develop language.</p>	<p>a. Use varied strategies to build background knowledge and prepare for reading, such as use a K-W-L graphic organizer or examine text features.</p> <p>b. Use varied language-based strategies to make meaning from text during and after reading, such as identify cognates or translations from native language.</p> <p>c. Use proficiency-level and some grade-level print resources, such as a simple thesaurus, text glossary or bilingual dictionary to assist with reading tasks and to develop language.</p>	<p>a. Self-select and apply a range of strategies to build background knowledge and prepare for reading, such as ask questions to build needed background knowledge or set a purpose for reading.</p> <p>b. Self-select and apply a range of language-based strategies to make meaning from text during and after reading, such as periodically summarize text.</p> <p>c. Use grade- and proficiency-level print resources, such as a thesaurus, text glossary, bilingual dictionary, or Internet to assist with reading tasks and to develop language.</p>

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English Language Proficiency Standards

Indicator 5: Use strategies to make meaning from text.

GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
4 — 5	<p>a. Use some strategies, with prompting and guidance, to build background knowledge and prepare for reading, such as participate in a picture walk with a group or respond to simple questions about the text.</p> <p>b. Use some language-based strategies, with prompting and guidance, to make meaning from text during and after reading, such as respond to questions about the text or discuss text in native language.</p> <p>c. Use proficiency-level print resources, such as picture dictionaries or environmental print: word wall, to assist with reading tasks and to develop language.</p>	<p>a. Use some strategies, with teacher or peer-guidance, to build background knowledge and prepare for reading, such as participate in a picture walk, ask simple questions about a text, or make predictions.</p> <p>b. Use some language-based strategies, with teacher or peer-guidance, to make meaning from text during and after reading, such as discuss text with a partner.</p> <p>c. Use proficiency-level print resources, such as picture dictionaries, environmental print: word wall, or translated word lists to assist with reading tasks and to develop language.</p>	<p>a. Use varied strategies, with teacher or peer- guidance, to build background knowledge and prepare for reading, such as ask open-ended questions or sharing connections to prior knowledge with a partner.</p> <p>b. Use varied language-based strategies, with teacher or peer-guidance, to make meaning from text during and after reading, such as complete and explain a graphic organizer.</p> <p>c. Use some grade-level print resources, such as a simple thesaurus or bilingual dictionary to assist with reading tasks and to develop language.</p>	<p>a. Use varied strategies to build background knowledge and prepare for reading, such as use a K-W-L graphic organizer or examine text features.</p> <p>b. Use varied language-based strategies to make meaning from text during and after reading, such as identify cognates or translations from native language.</p> <p>c. Use some grade-level print resources, such as a simple thesaurus, bilingual dictionary, or Internet to assist with reading tasks and to develop language.</p>	<p>a. Self-select and apply a range of strategies to build background knowledge and prepare for reading, such as set a purpose for reading or ask questions to build needed background knowledge.</p> <p>b. Self-select and apply a range of language-based strategies to make meaning from text during and after reading, such as periodically summarize text.</p> <p>c. Use grade- and proficiency-level print resources such as a thesaurus, bilingual or monolingual dictionary, Internet, or text glossary to assist with reading tasks and to develop language.</p>

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